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ABSTRACT

Information contained in this handbook is intended to provide a picture of the credit union job market and hiring procedures as they relate to young applicants. Section 1 of the handbook describes what credit unions are and why they are interested in young employees. Section 2 details the credit union job market, including discussion of jobs available, qualifications required, employee benefits, advancement opportunities, and salary ranges. Section 3 contains a description of credit union hiring practices condensed from a recruitment handbook to give students and teachers a general idea of how credit unions recruit, interview, and evaluate job applicants. Section 4 discusses additional sources of information. A listing of State credit union leagues is appended. (TA)

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CREDIT UNION CAREER HANDBOOK

A Teacher's Guide to Job Opportunities and Hiring Practices in the Credit Union Industry

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CREDIT UNION CAREER HANDBOOK

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I. A WORD ABOUT CREDIT UNIONS

Credit unions are non-profit financial cooperatives serving the saving and borrowing needs of a defined group of people.

America's 23,000 credit unions serve over 32 million people sharing a common bond — they may work for the same company, belong to the same church or labor union, attend the same school, or live in the same neighborhood. Their common bond qualifies them and their families for membership in a particular credit union. In fact, there are 1,700 teachers' credit unions serving teachers and other school employees in the U.S., and some schools and universities have established their own student credit unions.

This common bond unites credit union members, enabling them to help co-workers, colleagues, and neighbors by pooling their financial resources.

Credit unions are run by and for the members; the board of directors and committees consist exclusively of credit union members. These groups help shape credit union policies, which are voted upon by the entire membership at the annual meeting. Officers and committee chairmen are also elected by the members, since a member is entitled to the rights of shareholder and owner.

In this democratic structure, there are no stockholders for whom credit unions must generate a profit. After operating expenses and legal reserves have been paid, a credit union returns the remainder to its members as a dividend. This dividend or "share interest" is usually higher than the interest rate paid on an average savings account by most banks.

Emphasis on a non-profit, low cost operation enables credit unions to offer high returns on savings and low interest on loans. Operating expenses are low since much work is done by volunteers. Because credit union borrowers realize they are borrowing money from their friends and peers, the credit union loan delinquency rate is extremely low. This factor helps the credit union avoid costly collection expenses often found in other financial institutions.

Low cost loans, usually at no more than 1% per month on the unpaid balance (true annual interest rate of 12%), are offered without hidden charges. At this rate, a $100 loan would cost only $6.61 in interest over a 12-month period, with monthly payments of $8.88. A member's character is the main criterion for a credit union loan.

Credit union willingness to provide inexpensive loans to persons who have little security has had a curtailing effect on loan sharks. In fact, in low income areas where credit unions have been formed, loan sharks have all but disappeared — and low income consumers have found credit which they can afford.

Most credit unions provide added insurance benefits for members and their families. Borrowers receive loan protection insurance at no extra cost; in the event of their death or permanent disability (depending on the policy selected), the loan would be paid off (within policy limits) in order to relieve the family's debt burden.

Most members also receive life insurance based on their age and savings (within policy limits) at no additional charge. Thus if a member has $1,000 in a share account at time of death, survivors could receive up to an additional $1,000 in life insurance.

In addition to loan protection and life savings insurance, credit union members are usually eligible for a variety of group and individual insurance policies. Broad coverage and low rates are available for auto, homeowners, medical, accident, mortgage, life and many other policies.

In order to encourage thrift and wise money management, credit unions offer a variety of consumer education and financial counseling services. Workshops on family finances, aids for family budgeting, and information on products and prices are all part of the credit union's money management program – all at no charge to the member. Member deposits are insured by government agencies.

Students may qualify for credit union membership. There are several possibilities.

First, their parents may already belong to a credit union – or be eligible to join one without realizing it. If so, students may also join that credit union.

Many students may have done some part-time work at a firm which has a credit union for its employees. Under such conditions, they would normally be eligible for membership.

A number of teacher credit unions have expanded their charters to include students, and some student groups have even succeeded in establishing their own credit union.

And finally, students are able to join local community or open charter credit unions. A list of these can be obtained from your state credit union league.

Credit unions, like all financial institutions, need to constantly build a strong base of future employees. Because most credit unions promote from within, they want to attract high caliber young employees at the entry level so they can gain experience and skills for greater responsibility later on.

Credit unions are also interested in young employees to help them serve the financial needs of young members more effectively. Many credit unions have been able to improve their services for young members by hiring young employees, involving them in the planning process and putting them in direct contact with young savers and borrowers.

As credit unions throughout the country continue to grow, so do the part-time and full-time job opportunities for young people. The information which follows in this handbook should provide a good picture of the credit union job market and hiring procedures as they relate to young applicants.

II. THE CREDIT UNION JOB MARKET

What kinds of jobs are available in credit unions?

What are the job requirements?

What about advancement, pay, and benefits?

How do pay, benefits and opportunities in credit unions compare with similar industries?

These are questions *Credit Union Magazine* and the National Credit Union Youth Board sought to answer in their Job Opportunities Survey.

Some conclusions from the 1975 survey:

- As credit unions grow in size they require more technical and specialized employees.
- Two-thirds of all full-time jobs – about 20,000 out of 30,000 jobs – are found in one-fourth of the credit unions, the larger ones. The other 10,000 jobs are in the credit unions with one, two, or three full-time employees.
- Staff turnover plus new positions open up more than 5,000 jobs each year.
- The 40-hour workweek is the norm in credit unions (38.3 average).

CREDIT UNION JOB MARKET

The job market in credit unions is wide and varied for people interested in a career in cooperative finance, or for those just interested in a good, steady job.

There are 30,000 full-time jobs in credit unions, and another 20,000 part-time jobs.

There are jobs for the college educated, technical school students, high school grads, even students still in high school. College graduates in business, finance, accounting and management have an open field. Those with communication or counseling majors can also apply their skills to credit union work. And there is ample opportunity within the movement to expand professionally and move up.

CREDIT UNION JOB CLASSIFICATIONS

Management

Treasurer/Manager

Assistant treasurer/manager

Office manager

Branch manager

Loan department manager or
Loan supervisor

Comptroller

Data processing manager

Technical-Professional

Public/Member relations officer

Financial or Loan counselor

Loan interviewer

Collector or Collection officer

Computer operator

Programmer

Mid-level Supervisory

Cash supervisor

Accounting supervisor or
Chief bookkeeper

Clerical supervisor

Clerical

Administrative or Executive secretary

Chief teller

Teller

Loan processing clerk

Loan disbursement clerk

Bookkeeper

Accounting clerk

Accounting machine operator

Receptionist/Switchboard operator

Typist or Clerk-typist

Mail/Addressing clerk

General office employee

(Computer) Data entry clerk

Following is a look at the jobs that can be found in the different sized credit unions, according to our survey sample:

Credit Union Asset Categories

I– $1 million and below
II– $1-2 million
III– $2-5 million
IV– $5-10 million

V-$10 million and more

In asset group I credit unions, the median number of full-time employees* is two. A typical staff has a treasurer-manager and a general office employee, or a part-time treasurer and full-time assistant manager or general office employee. The management-to-clerical ratio of employees is two to one for this group.

In category II, the median is three full-time employees. The range is from two to five full-time employees, and about half employ a part-time worker. The most frequent job after that of manager is a "Jack-of-all-trades" general office employee. A third of these credit unions employ assistant managers. Jobs for specific tasks like teller begin to show up. Cash and accounting functions begin to separate. In this survey group with 62 workers, we found one mid-level supervisor and two technical-professional employees. The management-to-clerical ratio is 1 to 1.4.

In category III, the median is five full-time employees, with hardly any part-time people. The full-time staff complement ranges from three to eight employees. The loan department shows up as a separate department in this group. Very few of these credit unions are managed by part-time people. And when it occurs, there is always a full-time assistant manager or office manager. The management-to-clerical ratio is 1 to 1.35. The percentage of technical-professional jobs picks up to 10 percent. We find more specialized jobs, like the loan interviewer, collection officer, computer operator, accounting supervisor, and executive secretary.

In group IV, the median is eight full-time employees, and part-time workers number from zero to two. The range of full-time workers is from 4 to 11. All credit unions in this group of our sample employ full-time managers. A significant point is that the number of technical-professional people is up to 25.3 percent in this group. Another 5.1 percent hold mid-level supervisory jobs. Typical jobs are loan interviewer, loan counselor, and loan supervisor, collection officer, cash supervisor, accounting supervisor, and chief teller. Nearly all these credit unions have either an assistant manager or office manager. One employs five branch managers.

In category V, credit unions beyond $10 million, we set a ceiling of $20 million to establish meaningful statistical ranges. Those larger than $20 million are atypical. The median in the $10 to $20 million group is 15 full-time employees, with one to three part-time workers. The range of full-time employees is from 9 to 24. Technical-professional people outnumber management in this group. The breakdown is: Management 18.1 percent, technical-professional 27.2, clerical 47, and mid-level supervisors 7.2 percent. In credit unions beyond $20 million the percentage of technical-professional is almost the same, 26.7 percent. Clerical is greater than 58.4 percent, management 12.2 percent, and mid-level supervisors 2.7 percent.

*FULL-TIME: We define a full-time employee as one who works 30 or more hours per week.

All group V credit unions have assistant managers and/or office managers. There is evidence of more sophisticated equipment, providing jobs such as accounting machine operator and computer programmer. There is more specialization in operations as evidenced in such jobs as public relations officer, and loan processing and loan disbursement clerks. One credit union has a supervisor of loan disbursement clerks, illustrating it has a staff of clerks solely for loan disbursement. Also, comptrollers are found in this group.

JOB TURNOVER

Job openings occur quite often in credit unions because of turnover, and because staff sizes are increasing with credit union growth. In our sample, 17 percent of the full-time workforce terminated during the one-year period from July 1, 1974 to July 1, 1975.

In addition, our survey asked if credit unions expected to add staff in the near future. The aggregate response was an anticipated 9.4 percent increase in staff size. Most of the new jobs will be clerical, 76.4 percent to be exact, and 11.8 percent each will be in administration and the technical-professional areas.

EMPLOYEE BENEFITS

A look at credit union vacation policies, holidays, sick and maternity leave, insurance coverages, and retirement plans.

If you work in the average credit union, you're getting two weeks' vacation after your first year of employment, nine holidays, 10 days sick leave per year, group hospitalization insurance, and retirement benefits.

You also receive group life insurance, and disability or salary continuance insurance. If you are a woman, you're eligible for three to four months' maternity leave.

Those are typical job benefits enjoyed by credit union employees. The benefits do vary between credit unions. In general, they are better in larger credit unions, just as they are often better in larger corporations. But this doesn't always hold true.

VACATIONS AND HOLIDAYS

Smaller credit unions are about as generous as their larger counterparts on vacation policies. The trend is two weeks of vacation after one year employment, three weeks after 10 years, and four weeks after 20 years. Bank vacation policies follow the same trend, according to the U.S. Department of Labor bureau of Labor Statistics (BLS).

The median number of paid holidays in our sample of credit unions is nine per year. Again this corresponds with what banks grant their employees.

SICK LEAVES AND MATERNITY

Almost one-fourth of the credit unions in our sample either have no sick leave policy or don't grant sick leave. However, most of these indicate that sick leave is granted on a needs basis. The median number of sick leave days granted is 10. The largest single group (20 percent) allows 12 days per year.

As to sick leave accumulation, there isn't any clear pattern. The policy in 11 of our sample credit unions is "unlimited" or "open" accumulation. Where totals are specified, the limits of sick leave accumulation range from a low of five days carry-over to a high of 180 days.

While maternity leave is important to working women, 38 percent of the credit unions in our sample make no provision for it. However, most do permit sick leave to be used during pregnancy.

HOSPITALIZATION INSURANCE

Group hospitalization insurance is provided by most credit unions and more than half of the credit unions in our survey offer fully paid plans.

Of the 57 credit unions in our survey that offer the employee hospitalization, 42 extend the coverage to the employee's dependents. But less than half of them pay for the dependents' plan.

Retirees are allowed to continue participation in group plans by about one third of the credit unions that offer hospitalization, but it is up to the retired employee to pay the insurance premium.

OTHER INSURANCE COVERAGES

Group life insurance is an either/or proposition in credit unions. If it's provided — and in most cases it is — the credit unions pay the premiums 100 percent.

Death benefits range from $2,000 to double an employee's annual salary, and all sorts of equations in between. For example, one death benefit is $5,000, plus $2,000 for each year of longevity. About half of the programs can be continued by the employee after retirement.

Disability or salary continuance insurance is also an either/or benefit. If it is provided, it is paid for by the employer. More than half the credit unions surveyed do provide the protection.

The typical benefit is two-thirds of a person's salary after he has been laid up for 30 days. For some, the benefit starts as promptly as five days after becoming disabled; for others, it begins after 90 days. The range of maximum benefits is from two years' duration to continuous benefits until age 65.

RETIREMENT PLANS

Retirement savings plans are provided by about two-thirds of the credit unions in our survey. Just over half of these plans are totally paid for by the credit union; the other half are matching plans. In either case, the typical contribution by the credit union is 5 percent of an employee's salary. Thus in the matching plans, an employee has 10 percent of salary going into retirement savings – five provided by the employer, and five percent matched from salary. Payouts upon retirement depend on length of service and amounts contributed.

In almost two-thirds of the credit unions offering retirement plans, employees are fully vested by the time they reach 10 years longevity. The range is from full vesting immediately to full vesting upon retirement at ages 60 to 65.

There are other formulas. For example, one credit union provides that the employee is fully vested after two years' service, beyond age 25. Another credit union fully vests the employee with five years' service after age 30.

PART-TIME BENEFITS

Part-time employees receive few, if any, job benefits other than vacation and holidays. Smaller credit unions provide their part-time employees as good, if not better, benefits as the larger credit unions. This is perhaps because part-time employees are often integral members of the small staff, and therefore more important to a small credit union than to a larger one.

Slightly more than half of the 41 credit unions in our survey with part-time employees grant them vacation. Among those that do, it is often on a partial or prorated basis, either half the full-time benefit, or by some time-equalizing formula. For example, one credit union grants part-time employees an hour off for every 20 hours worked.

The same applies for holidays. About half the credit unions with part-time employees grant them paid holidays. Half of this number provide the same number of holidays as full-time employees receive, while the other half gives partial holiday benefits. Often the policy is to pay part-time employees if the holiday happens to fall on a scheduled workday.

About a fourth of the credit unions extend sick leave to part-time employees, most often on a percentage basis. Very few part-time employees receive any insurance coverages, maternity leave or retirement benefits.

ADVANCEMENT OPPORTUNITIES

A look at how vacancies are filled, training opportunities, salary reviews, and the setting of salary scales.

Credit unions like to promote their own: When a vacancy occurs, credit union employees get first chance at it.

To prepare employees for advancement, credit unions encourage self improvement by supporting career education programs.

When it comes to wage increases, employees usually receive an annual evaluation. Merit is the key factor in determining individual pay increases, along with the cost of living index.

Hiring, promotion, and salary decisions are made by the board of directors and/or the manager.

FILLING VACANCIES

Promotion usually follows this path: A vacancy is first posted within the credit union. If a qualified person cannot be found on staff, the credit union will contact other credit unions in the area.

If it becomes necessary to seek job candidates outside the credit union movement, credit unions often advertise in the help wanted sections of newspapers. A few use employment agencies. Only one of the 80 credit unions in our sample indicated a preference for people from the outside.

People who have held part-time jobs in credit unions have a good chance to fill a full-time vacancy. One credit union that employs students under a work-study program said these students have top priority when full-time jobs open.

An individual's qualifications and experience or seniority are the two most important considerations in filling vacancies.

To further the policy of promotion from within, the credit unions attempt to familiarize their employees with over-all operations. Job rotation is a common practice.

TRAINING OPPORTUNITIES

Most credit unions encourage their employees to continue career education in preparation for advancement. They do this by granting employees time off to attend classes and by supporting their education efforts financially. Most credit unions assume all of the costs of enrollment, tuition, and incidental items for the educational programs they support, as long as the courses pertain to employees' careers. Some credit unions withhold financing until successful completion of courses; one reimburses only if employees stay with the credit union for a year after course completion.

While there are varying degrees of support for continuing education, nearly all credit unions recognize its importance. Some conduct in-house staff training programs of their own to train new employees and acquaint them with the total operational picture.

SALARY REVIEW

Even if advancement opportunities don't crop up immediately, an employee who has shown educational initiative can get favorable evaluation during salary reviews. In 52 of our 80 credit unions, this review occurs annually; 15 others review salaries every six months. The remainder review quarterly, or at such other intervals as eight months or even two or three years. Those reviewing at two and three-year intervals are either following a union contract or the contracted pay scales of sponsoring companies.

Individual salary increases are based on performance and the cost of living index. Merit has the most weight in granting raises, followed closely by the cost of living. Seniority is another factor. One credit union even has something similar to a profit sharing plan. If the credit union does well, the employees benefit.

Individual salary increases and salary scale decisions are usually made by the board and manager.

SETTING SALARY SCALES

When it comes to establishing basic salary scales for the different types of jobs, the boards and managers most often look in their own backyards. They base pay scales on what other financial institutions and other credit unions in their communities pay. A few base salary scales on national figures for credit unions, other financial institutions, and similar industries. Eight of the 80 credit unions in our sample align their salary scales with those of their sponsoring companies.

WAGES PAID

A look at credit union pay scales by position and how they compare with similar industries.

Wages for clerical workers in credit unions compare very closely with the wages paid in banks specifically and industry in general. Some examples:

The average credit union teller earns $545 a month; a bank teller $548. The executive secretary in credit unions, $695; in banks $713. Bookkeeper in credit unions, $638; in banks $609. Accounting machine operator in credit unions $587; in banks $545. The receptionist/switchboard operator in credit unions $570; in banks $539. A programmer in credit unions $870, and in banks, which divide the job into two classes, $892 for a Class A programmer and $751 for Class B.

The accounting clerk in credit unions earns $612 monthly; in similar industry $595. The data entry clerk in credit unions $605; in industry $603. The clerk-typist in credit unions $576; in industry $530 for a Typist I, and $621 for a Typist II.

In the mid-level supervisory area, the accounting supervisor or chief bookkeeper in credit unions earns $1,039 monthly, and in industry that employee is paid $1,065.*

Salary figures reported for credit union jobs are national averages. Undoubtedly, there are wide regional differences.

It was difficult to compare management pay scales for credit unions with those of banks. The Department of Labor banking survey does not list figures for management, but we were able to obtain some figures from the American Management Association's Executive Compensation Service.

Unfortunately, the smallest category for banks and trust companies was "under $100 million," and the average of assets in that category was $47.3 million. There were few credit unions in our survey of comparable size.

The largest U.S. credit union surveyed was $41.5 million. So for the sake of comparison we took the highest wage figures reported in the U.S. sample and compared them with the average wage figures of that average $47.3 million bank.

Here is how they stack up: Bank chief executive officer $3,108 monthly; credit union manager $2,500. Bank chief operations officer $2,367; credit union office manager $1,728. Bank executive vice-president $2,150; credit union assistant manager $1,600. Bank consumer loan officer $1,283; credit union loan manager $1,700. Bank manager of largest branch $1,192; credit union branch manager $1,242. Bank cashier $1,358; credit union cash supervisor $1,369.

Job	Median age	Overall U.S. average
Management		
Treasurer/manager	42	$1065(60)
Assistant treasurer/manager	40	845(25)
Office manager	39.5	1007(12)
Branch manager	36	811(2)
Loan manager	37	861(12)
Comptroller	38	1106(2)
Technical-professional		
Public/Member relations officer	50	1134(1)
Financial or Loan counselor	36	787(9)
Loan interviewer	28	682(14)
Collector or Collection officer	34	764(12)
Computer operator	36	815(1)
Programmer	31	870(2)
Mid-level supervisory		
Cash supervisor	38	712(7)
Accounting supervisor or Chief Bookkeeper	32	818(9)
Clerical		
Administrative or Executive secretary	30	695(10)
Chief teller	29	670(9)
Teller	27	545(25)
Loan processing clerk	24	584(12)
Collection or Delinquency clerk	20	650(1)
Bookkeeper	36	638(15)
Accounting clerk	29	612(7)
Accounting machine operator	30	587(4)
Receptionist/Switchboard operator	31	570(5)
Typist or Clerk-typist	25	576(6)
Mail/Addressing clerk	24	578(2)
General office employee	25	533(31)
(Computer) Data entry clerk	25.5	605(6)

JOB QUALIFICATIONS

On job requirements, our survey uncovered an interesting fact. Fully one-fourth of all credit unions have no minimum qualifications. This means vacancies are filled by the most qualified candidates who happen along, without regard to minimum skills. However, the other three-fourths do have minimum standards.

Uniformly, a high school diploma is the key. With it, a person can fill almost any job from receptionist to general manager. Without it, there are few job opportunities. So in effect a person with a high school education can start at the bottom and work up, unobstructed by college degree barriers.

*Sources for salary comparisons: *National Survey of Professional, Administrative, Technical, and Clerical Pay*, March 1975, Bulletin 1891, and *Industry Wage Survey: Banking*, August-November 1973, Bulletin 1862, both published by U.S. Department of Labor, Bureau of Labor Statistics, 1975. Since the banking survey figures were from 1973, these were updated using wage percentage increases of 6.4% for 1974 and 9.6% for 1975 as given in the sources.

But a college degree speeds up the process. A person with a degree can leap past the lower level jobs and begin at the professional or managerial level. Although it is by no means a universal requirement, more and more a college degree is required in the management area. The preferred degree in our survey is in accounting, followed in order by business, finance, management, and journalism.

Experience can substitute for the degree, but it is usually experience coupled with some business education or credit union courses completed beyond high school.

Post-high school education is a requirement for certain technical jobs, such as data processing. Technical training is required for computer operator, programmer, and data processing manager. While high school education is the minimum requirement for other jobs in the technical-professional area, college background is helpful. Also helpful is experience in credit unions or other financial institutions.

That applies as well in the mid-level supervisory area, although these jobs are most often filled by people who progress through the ranks, for example from teller to cash supervisor, bookkeeper to chief bookkeeper, or clerk-typist to clerical supervisor.

In the clerical area, where the bulk of the jobs exist, usually a high school diploma is the only requirement. Helpful are business education courses, such as bookkeeping, business machine operation, and shorthand. Certain skills are required for some jobs. For example, the executive secretary frequently must take dictation and type 60 words per minute. The clerk-typist often must type 40 words per minute.

Post-high school business college or technical school business courses are a definite plus. Prior experience working as a cashier or with the public is helpful. Many credit unions provide on-the-job training for certain jobs, such as bookkeeping machine operator and data entry clerk.

While job requirements are minimal for the moment in credit unions, people with higher educations are naturally favored. And as credit unions become more specialized, the trend appears to be toward higher educational requirements to fill more technical jobs.

CONCLUSION

Credit unions rate well in a comparison with similar employers. The pay is comparable, as are the benefits, and advancement opportunities are only limited by individual initiative.

III. CREDIT UNION HIRING PRACTICES

This description of credit union hiring practices has been condensed from a recruitment handbook developed by the Florida Credit Union League. It is not intended to represent the hiring practices used by all credit unions, but it should give students and teachers a general idea of how credit unions recruit, interview and evaluate young job applicants.

PRACTICES AND PROCEDURES FOR COLLEGE RECRUITING

1. *THE PLACEMENT OFFICE* must be notified well in advance regarding desired interview dates, categories of employment, college degrees, and other pertinent requirements. The Placement Office should be notified if there is a change in the original request.

2. *SUITABLE CREDIT UNION* material should be provided to the Placement Office for distribution to prospective candidates well in advance of the interview.

3. *REPRESENTATIVES OF THE* credit union should advise the Placement Office in advance of any plans for campus visits to acquaint faculty members or students with employment activities or opportunities.

4. *AS SOON AS* possible following an interview, the interviewer should communicate with the student and Placement Office concerning the outcome of the interview.

5. *THE INTERVIEWER* should give the student reasonable time to consider the offer, and in no case should the student be pressured into making a decision concerning employment.

6. *IF THE INTERVIEWER* invites a student to visit the credit union for further discussion of employment, the trip should be arranged to interfere as little as possible with class schedules. The interviewer should explain what expenses will be paid, how and when. Invitations for this purpose should be made only on an individual basis and the credit union should avoid elaborate entertaining or overselling.

7. *THE CREDIT UNION* manager should not offer a student special payments, gifts, bonuses, or other inducements, nor compensate or favor a third party to prevail upon the student to accept an employment offer.

8. *THE CREDIT UNION* should keep the Placement Office informed concerning its interest in particular students and its negotiations with them.

9. *WHEN A STUDENT* has declind an offer, the credit union should accept that decision as final. If for any reason the credit union wishes to reestablish contact with the student before graduation, it should do so only with a copy of its letter sent to the Placement Office.

IMPORTANCE OF INTERVIEW

THE RECRUITER should be well aware of the importance of the interview function; otherwise the results will be completely unproductive. If the interviews are taken up by answering telephone calls and other interruptions, the interview often amounts to not much more than looking at the candidate.

A GUIDE FOR INTERVIEWING THE COLLEGE STUDENT

THE RECRUITER should learn as much as possible about the candidate in the preliminary interview. It is difficult to judge the maturity of the candidate, although the recruiter will get an impression of the person's (1) interests, (2) views, (3) common sense, (4) drive and initiative.

AN OUTLINE TO FOLLOW in conducting an interview with a college student.

1. *REVIEW RESUME* prior to interview.

2. *GREET APPLICANT* in a friendly manner and introduce yourself.

3. *PUT APPLICANT AT EASE* by creating an informal and relaxed atmosphere.

4. *ENCOURAGE APPLICANT* to talk freely by asking questions that require some explanation.

   a. Determine analytical ability by discussing a certain problem with the candidate and observe how he/she goes about solving it. (Ask same problem of all candidates.)

   b. Personality and ability to communicate are easily appraised by asking such pointed questions as:
      1. What kind of person do you think you are?
      2. What are your strong points?
      3. What are your weak points?
      4. Up to this time, what is your greatest achievement? How do you feel about it?

   c. Determine human relation skills by the applicant's manner of relating naturalness, warmth, understanding of others, tolerance and sense of humor.

5. *TELL CANDIDATE ABOUT* credit unions and the credit union movement by briefly touching the highlights, including growth, history, philosophy, and future plans.

6. *DESCRIBE JOB* opportunities for a person with his/her interests.

7. *ANSWER QUESTIONS* and be as specific as possible.

8. *TELL WHAT HAPPENS NEXT*, that you will be in touch within a week to 10 days.

9. *THANK CANDIDATE* for his/her interest in credit unions.

10. *RECORD IMPRESSIONS* immediately after interview. This can be done briefly with key words and phrases that describe the person.

11. *MAKE FINAL DECISION* after considering all relevant information. When on campus, you may want to defer decision until you have seen all applicants.

12. *FOLLOW-UP AND* make certain the applicant is informed of the results of the interview in a reasonable period of time.

PRACTICES AND PROCEDURES FOR HIGH SCHOOL RECRUITING

HERE ARE SOME GUIDEPOSTS for high school recruiting. For further instructions, refer to those which are applicable under college recruiting.

1. *ALWAYS MAINTAIN* good relations with the high schools, faculty and officials.

2. *THE RECRUITING PROGRAM* should recognize the need for serving in ways other than the placement of students. Some ways are to supply educational films, provide speakers, bookcovers, etc.

3. *CREDIT UNIONS SHOULD* recognize the fact that they must compete with other business firms for their share of capable high school graduates.

4. *CREDIT UNIONS MUST* keep in regular contact with high school counselors and other faculty members concerned with job opportunities and careers for students.

5. *SOME OF THE* larger school systems have a centralized guidance and placement office. Contacts should be established and maintained with the supervisors of these offices as they are in good position to help the credit union plan and conduct high school recruiting activities.

6. *THE CHAPTER OR SEVERAL* credit unions in the community should sponsor a Credit Union Career Day by playing host to a certain number of faculty members in order to acquaint them with opportunities that await their graduating students.

7. *GET INVOLVED* with the school's Distributive Education activities.

COOPERATING WITH HIGH SCHOOLS

SCHOOLS ARE interested in the reputation of the employer, its policies, and working conditions in the credit union. A credit union that can demonstrate it is a good employer and that its employees are satisfied with their jobs can usually obtain the cooperation of schools. High school relations on a continuing basis include:

1. *REGULAR VISITS* to the schools, including participation in Career Day and Guidance Programs. Many high schools have adopted Career Day Programs to which they invite representatives of various industries.

2. *FURNISHING BROCHURES* designed to acquaint high school students with starting jobs in the credit unions.

3. *BRINGING STUDENTS* to the credit union office for their better understanding of the credit union.

4. *COORDINATING WITH* guidance counselors to explain jobs and career opportunities including part-time employment.

COMMUNICATING INFORMATION ABOUT THE JOB, THE CREDIT UNION, ETC.

HERE ARE some guideposts to follow when interviewing an applicant:

1. *BE SURE THE* applicant knows the good features of the job. Some selling may be necessary to get the best person available. Good applications usually have many opportunities.

2. *BE SURE THE* applicant knows any unattractive features about the job.

3. *THE NEWLY* employed person is more receptive to information about policies, rules, procedures, the job, etc. Do not miss this opportunity to bring this understanding about.

CHECKLIST FOR EMPLOYMENT

HERE ARE 10 questions which will organize your thinking, reinforce your decisions and put better people to work in your credit union.

1. *WHAT IS THE* applicant's reason for changing jobs, not necessarily the stated reasons?

2. *ARE YOU SATISFIED* with the stability of the applicant's work record?

3. *IS APPLICANT'S AMBITION* compatible with your job requirements?

4. *WHAT HAS THE APPLICANT* accomplished on his/her own?

5. *HOW DOES THE* applicant feel about former employers?

6. *IS THE TREND* of applicant's experience favorable for your job?

7. *NOW, THINK ABOUT* the applicant. How does he/she impress you?

8. *ANY OUTWARD SIGNS* of physical limitations – size, weight, nervousness, excessive smoking, alcoholic problems?

9. *HOW MUCH DOES THE* applicant really know about own abilities?

10. *DOES THE APPLICANT* grow stronger or weaker as the interview progresses?

INTERVIEWING TECHNIQUES

INTERVIEWING IS BOTH a science and an art. In the absence of formal training some persons are much more capable of effective interviewing than others. However, even the best interviewers are quite aware of their shortcoming. The interviewer who recognizes no flaws in techniques is probably a poor interviewer. These suggestions may improve your interviewing:

1. *DO NOT USE* the interview to impress the applicant with your knowledge and ability.

2. *PUT THE APPLICANT* at ease by asking questions which he/she knows something about and can answer easily. You could ask such questions as: "What jobs have you done that best prepared you for the one for which you are applying?"

3. *DETERMINE BEFORE THE* interview what information you need and plan the best way to get it.

4. *WHENEVER POSSIBLE* work from complete job descriptions and specifications.

5. *MAKE EXTENSIVE USE* of "open end" questions such as: "What are some of the characteristics you have which prepare you for this job?" In order to determine the applicant's analytical ability, discuss a certain problem and observe how he/she goes about solving it.

   To find out more about the applicant, ask such questions as "What kind of person do you think you are?" "What do you think your strong points are?" "What do you think your weak points are?"

6. *AVOID THESE* questions:
   a. *QUESTIONS* that can be answered "yes" or "no".
   b. *TRICK* questions that require defending a previous statement.
   c. *LEADING* questions: "You finished high school, I presume."

7. *DO NOT TAKE UP* interview time asking questions which will elicit information which may be of general interest but which will not help in making a decision about the applicant's ability.

8. *MAKE SURE THE* applicant understands that he/she is not being hired, but appraised. Do not over encourage the applicant.

9. *DO NOT BE TAKEN* by the illusion of previous experience. Amount and kind of experience can be determined on the application form.

10. *DETERMINE THE* answer the applicant means to give, but do not lead by offering suggested answers.

11. *EITHER TAKE DETAILED* notes during the interview or carefully record pertinent information immediately after the interview. Do not rely on your memory for this information.

12. *SOME INTERVIEWERS* profitably use rating forms immediately after the interview. These may deal with voice and speech, appearance, alertness, ability to present ideas, judgment, emotional stability, self confidence, friendliness, and other characteristics.

13. *DETERMINE THE EXTENT* to which the applicant's behavior is representative of behavior on the job. If nervousness is apparent determine whether this will be characteristic of behavior on the job or is merely a function of the interview.

14. *ON HIGHER LEVEL* positions or when there is reason to believe that a particular interview may not be a representative behavior sample, repeat the interview if necessary.

APPRAISAL OF PERSONAL CHARACTERISTICS

Name_____ Age _____ Degree _____ Diploma _____ College _____

High School _____ Non-High School Graduate _____ Interviewed for _____

Date _____

Indicate by placing a (*X*) in the boxes that best describe the person.

1. *ATTIRE AND GROOMING* - Careful of Person and Clothing
   - ☐ Neat and tidy, conservative and in good taste.
   - ☐ Clean, but somewhat careless.
   - ☐ Neglectful and untidy.
2. *EXPRESSION*
   - ☐ Speaks clearly and audibly.
   - ☐ Generally acceptable, occasional difficulty.
   - ☐ Indistinct, difficult to hear or understand.
3. *POISE* - Self confident and reasonably at ease.
   - ☐ Composed, mature, appears self-reliant.
   - ☐ Unaspiring, unassuming, moderately poised.
   - ☐ Naive, simple and immature.
4. *INTEREST* - Really wants the job.
   - ☐ Enthusiastic, ambitious, objective.
   - ☐ Willing to work but mildly interested.
   - ☐ Job shopping, no ambition, indifferent.
5. *COURTESY* - Respectful, displaying good manners.
   - ☐ Polite, tactful, considerate.
   - ☐ Not discourteous but plain spoken.
   - ☐ Curt, blunt and matter of fact, impertinent.
6. *MENTAL ALERTNESS* - Responsive to interview
   - ☐ Quick to grasp, ask intelligent questions.
   - ☐ Slow to comprehend, requires explanations.
   - ☐ Limited in ability to comprehend or understand.
7. *LIKEABILITY* - Pleasing personality.
   - ☐ Charming, friendly, likeable.
   - ☐ Makes fair impression, pleasant.
   - ☐ Irritating and objectionable.

IV. HOW TO GET MORE INFORMATION

A good way to start is to seek part-time employment at a local credit union which offers such opportunities. Some credit unions hire part-time help during the summer and others have part-time positions available for the full school year.

A partial listing of local credit unions is usually included in the Yellow Pages of your phone book. To get a more complete list, contact your state credit union league.

Students interested in school year employment should apply in the spring or early summer.

The nature of part-time credit union jobs varies. In some credit unions, a student with marketing or writing experience may become involved in the credit union's promotion activities. In others, the student with accounting skills may be given various bookkeeping and accounting duties.

Many credit unions like to rotate job duties so employees can become proficient in several areas of the total operation. A student's adaptability would be important under such circumstances.

Part-time employees often become full-time employees as the credit union grows, adds new positions or as job openings occur. As mentioned in Part II of this handbook, the high school graduate can find full-time employment in a credit union at the entry level (receptionist, clerk-typist, teller). The chances of a high school graduate being hired by a credit union are strengthened if the applicant has had part-time job experience in a credit union, bank or other office operation.

Further information on credit union job duties and compensation can be obtained in the following publications:

Job Descriptions for Credit Unions, 38 pages, 1969.
Covers 35 job descriptions from manager to custodian. $1.75 per copy, form no. ED-211.

Job Finding Techniques for Credit Union Employees, 22 pages, 1975.
Handy tips for credit union job seekers. $1.65 per copy, form no. ED-231.

Your Place In Credit Unions, leaflet, 1975.
General description of the major credit union job duties. Free to schools, form no. YP-69.

Salary Program for Credit Union Managers, 46 pages, 1972.
A thorough guide for salary administration and performance review. Free to teachers.

Credit Union Management Compensation: A Survey, 1976.
Comprehensive study of pay scales and employee benefits offered by larger credit unions. $15 per copy (teacher price).

The above can be ordered from:

Credit Union Youth Program
P. O. Box 391
Madison, WI 53701

Prices are subject to change.

DIRECTORY OF STATE CREDIT UNION LEAGUES

ALABAMA CREDIT UNION LEAGUE
South 37th Street
Birmingham, Alabama 35222
205/251-8258

ALASKA CREDIT UNION LEAGUE
3500 Eide Street, Room 200
Anchorage, Alaska 99503
907/278-4949

ARIZONA CREDIT UNION LEAGUE
3611 North Black Canyon Highway
Phoenix, Arizona 85015
602/264-6701

ARKANSAS CREDIT UNION LEAGUE
P. O. Box 425
Little Rock, Arkansas 72203
501/376-6508

CALIFORNIA CREDIT UNION LEAGUE
P. O. Box 2322
Pomona, California 91766
714/628-6044

COLORADO CREDIT UNION LEAGUE
4905 West 60th Avenue
Arvada, Colorado 80003
303/427-4222

CONNECTICUT CREDIT UNION LEAGUE
P. O. Drawer 803
Wallingford, Connecticut 06492
203/265-5657

DELAWARE CREDIT UNION LEAGUE
100 South Gerald Drive
Newark, Delaware 19711
302/737-2558

D. C. CREDIT UNION LEAGUE
525 School Street, S.W.
Washington, D. C. 20024
202/638-4600

FLORIDA CREDIT UNION LEAGUE
2821 West Pensacola Street
Tallahassee, Florida 32304
904/576-2196

GEORGIA CREDIT UNION LEAGUE
P. O. Box 29884
Atlanta, Georgia 30329
404/634-4256

HAWAII CREDIT UNION LEAGUE
P. O. Box 5357
Honolulu, Hawaii 96814
808/941-0556

IDAHO CREDIT UNION LEAGUE
P. O. Box 5056
Boise, Idaho 83705
208/343-4841

ILLINOIS CREDIT UNION LEAGUE
1035 South York Road
Bensenville, Illinois 60106
312/766-6650

INDIANA CREDIT UNION LEAGUE
P. O. Box 19428
Indianapolis, Indiana 46219
317/547-9688

IOWA CREDIT UNION LEAGUE
P. O. Box 1076
Des Moines, Iowa 50311
515/279-3641

KANSAS CREDIT UNION LEAGUE
8410 West Highway 54
Wichita, Kansas 67209
316/722-4251

KENTUCKY CREDIT UNION LEAGUE
P. O. Box 18345
Louisville, Kentucky 40218
502/459-8023

LOUISIANA CREDIT UNION LEAGUE
1440 Canal Street, Suite 804
New Orleans, Louisiana 70112
504/581-4242

MAINE CREDIT UNION LEAGUE
P. O. Box 1236
Portland, Maine 04104
207/773-5671

MARYLAND CREDIT UNION LEAGUE
P. O. Box 8580
Baltimore, Maryland 21234
301/661-8400

MASSACHUSETTS
CUNA CREDIT UNION ASSOCIATION
P. O. Box 211
Burlington, Massachusetts 01803
617/273-2250

MICHIGAN CREDIT UNION LEAGUE
P. O. Box 5210
Detroit, Michigan 48235
313/557-3200

MINNESOTA LEAGUE OF CREDIT UNIONS
575 University Avenue
St. Paul, Minnesota 55103
612/227-7751

MISSISSIPPI CREDIT UNION LEAGUE
P. O. Box 9575
Jackson, Mississippi 39206
601/981-4552

MISSOURI CREDIT UNION LEAGUE
6526 Lansdowne Avenue
St. Louis, Missouri 63109
314/481-1200

MONTANA CREDIT UNIONS LEAGUE
1236 Helena Avenue
Helena, Montana 59601
406/442-9081

NEBRASKA CREDIT UNION LEAGUE
4315 Frances Street
Omaha, Nebraska 68105
402/558-3135

NEVADA CREDIT UNION LEAGUE
4221 South McLeod Drive, Suite A
Las Vegas, Nevada 89121
702/733-8555

NEW HAMPSHIRE CREDIT UNION LEAGUE
130 North Main Street
Concord, New Hampshire 03301
603/225-6254

NEW JERSEY CREDIT UNION LEAGUE
P. O. Box 298, Ward Street
Hightstown, New Jersey 08520
609/448-2426

NEW MEXICO CREDIT UNION LEAGUE
8402 Zuni Road, S.E.
Albuquerque, New Mexico 87108
505/265-1504

NEW YORK STATE CREDIT UNION LEAGUE
1211 Western Avenue
Albany, New York 12203
518/482-8891

NORTH CAROLINA CREDIT UNION LEAGUE
P. O. Box 6808
Greensboro, North Carolina 27405
919/272-4518

NORTH DAKOTA CREDIT UNION LEAGUE
P. O. Box 1956
Bismarck, North Dakota 58501
701/258-5760

OHIO CREDIT UNION LEAGUE
1201 Dublin Road
Columbus, Ohio 43215
614/486-2917

OKLAHOMA CREDIT UNION LEAGUE
P. O. Box 7275
Tulsa, Oklahoma 74105
918/743-7981

OREGON CREDIT UNION LEAGUE
212 S.E. 18th Avenue
Portland, Oregon 97214
503/234-7384

PENNSYLVANIA CREDIT UNION LEAGUE
4309 North Front Street
Harrisburg, Pennsylvania 17110
717/234-8029

RHODE ISLAND CREDIT UNION LEAGUE
89 Jefferson Boulevard
Warwick, Rhode Island 02888
401/785-0600

SOUTH CAROLINA CREDIT UNION LEAGUE
P. O. Box 1787
Columbia, South Carolina 29202
803/772-2300

SOUTH DAKOTA CREDIT UNION LEAGUE
3011 South Phillips Avenue
Sioux Falls, South Dakota 57105
605/336-3155

TENNESSEE CREDIT UNION LEAGUE
P. O. Box 3302
Chattanooga, Tennessee 37404
615/698-3458

TEXAS CREDIT UNION LEAGUE
P. O. Box 5147
Dallas, Texas 75222
214/358-0111

UTAH CREDIT UNION LEAGUE
P. O. Box 15475
Salt Lake City, Utah 84155
801/487-5411

VERMONT CREDIT UNION LEAGUE
143 River Street
Montpelier, Vermont 05602
802/223-5125

VIRGINIA CREDIT UNION LEAGUE
P. O. Box 4304
Lynchburg, Virginia 24502
804/239-0318

WASHINGTON CREDIT UNION LEAGUE
P. O. Box WCUL
Bellevue, Washington 98009
206/885-1121

WEST VIRGINIA CREDIT UNION LEAGUE
Box 143-A, Route 5
Parkersburg, West Virginia 26101
304/485-4521

WISCONSIN CREDIT UNION LEAGUE
10025 West Greenfield Avenue
Milwaukee, Wisconsin 53214
414/778-2211

WYOMING CREDIT UNION LEAGUE
864 South Spruce Street
Casper, Wyoming 82601
307/234-6060